

Isolating the /ng/ Sound in Words

TLW

Isolate, identify and produce the /ng/ sound in the middle and the end of words as in bring, song, sink, thing, etc.

WARM UP

Students signal by touching their chin if they hear the /n/ sound at the end of the following words:

Discuss articulation of /n/. Review what makes it a ‘nosepincher’ sound.

Tell students objective:

Today, we are going to be segmenting and stretching words with another “nose pincher” sound /ng/. Ask all students to repeat that new sound. Discuss articulation of this new sound.

Ask students to repeat the following words after you : sing, long, ring, rang, bang, wrong, thing, wing, king, song, sink, rink, bank, tank, hung, sank.

- Explain that all of these words have the /ng/ sound in them and we find that sound in the middle or at the end of the word.
- Have students restate the objective.

I DO

Watch me as I use my sound chips to map the sounds I hear in the word ‘ ring.’

Remember we are listening for our new sound /ng/ in this word.

- Use sound chips and the elkonin boxes to touch and say the sounds /r/ /i/ /ng/. Have students participate in repeating these sounds after you.
 - Tell students you want them to Say the word, stretch the word, say the word, Lastly, have them TOUCH their sound chip which represented the /ng/ sound in the word.
- Model each of these directions using the word ‘ring’

REPEAT this routine with the word ‘sink’ to model and example of a word with the /ng/ sound in the middle of the word.

WE DO

Pass out sound chips, and elkonin boxes for each student. Walk through all steps described above, together, using the list of words below:

wing, king, song, sink, rink, bank

Provide corrective feedback where applicable.

YOU DO

Give students their each individual word to segment, touch and say, and identify the /ng/ sound. Use words from the word list below:

sing, long, ring, rang, bang, wrong, thing, wing, king, song, sink, rink, bank, tank, hung, sank.

- Allow each student to do at least 3 independently.

WRAP UP

Students should be able to restate the objective.

Ask students to articulate the sound they worked on during the lesson.

CONNECTION

- Could use this lesson when introducing/working on the Kid Crown “King of ING”.
- When appropriate, students can phoneme/grapheme map letters to words in the –ing word family.